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PROGRESS OF EDUCATION IN VERMONT.

WE welcome our sister State of Vermont to the honorable place she has taken among the *reformers in education*. Such a movement we had a right to expect, and, indeed, have long expected, — rather too long, — from the intelligent yeomanry of that State. Between the agricultural population of Vermont and of Massachusetts, we believe there is a stronger resemblance than between the same class of people in any other part of the Union. Staid, sober, constitutionally strong-bodied and strong-minded, exemplary in conduct, conservative in character, — rather too conservative, — understanding thoroughly whatever they pretend to understand, with a turn of mind that leads to an investigation and contemplation of principles, rather than to a knowledge of facts, — it was at once certain that the people of Vermont would eventually espouse the cause of education, and quite as certain that they would not do it hastily. Hence a somewhat painful delay. But the fulness of time has now come. With people of their cast of character, however, there is one compensation for the want of a quick reception of ideas and a prompt action upon them. They move so considerately and surely, that rarely, if ever, do they find it necessary to retrace their steps. Their temperament is not of the inflammable, brush-wood kind, easily kindled, flashing and expiring. On the contrary, it is more like a mine of anthracite coal, which ignites slowly and with extreme difficulty ; but when once on fire, nothing but a universal deluge can put it out.

Able, ardent men have been at work in that State to produce this glorious result. They have toiled long and valiantly, not fainting under the burden and heat of the day. Among these, it cannot be invidious to mention the name of Thomas H. Palmer, Esq., of Pittsford, long and favorably known to the friends of education, throughout our whole country, as the author of a prize essay on education, entitled "The Teacher's Manual." Mr. Palmer has labored with the true spirit of a disciple in

this great cause ; — we say, with the true spirit of a disciple, because a disciple has infinite faith in the ultimate achievement of his object, — not knowing, indeed, when it will come to pass, but working for it with the same zeal and energy, although its consummation is to be postponed for a hundred or for a thousand years, as if he were to enjoy its triumphs, and to be crowned with its honors, the next day.

All praise is also due to the present governor of Vermont, His Excellency William Slade, for his persevering, sincere, and efficient endeavors in behalf of school reform. He has been one of the very few governors in the whole Union, who has heartily and earnestly sought for an improvement in our Common Schools, and who has faithfully used whatever influence his high official station had conferred upon him, to promote the education of the people. There has been no lack of *babble* in executive messages about the blessings of popular education, and the glory of a free and *enlightened* people ; but in nine cases out of ten, if not in forty-nine out of fifty, it has been mere hollowness and formalism, — a conventional acknowledgment only of one of the most sacred of all truths, and the most imperative of all duties, and born to live no longer than the echo of the voice that uttered it. But Vermont has found in Governor Slade, — as Massachusetts has found in Governor Everett and Governor Briggs, — a hearty and sincere friend to the cause of popular education, — one who, we believe, would have been a friend to it if it had been unpopular, — nay, the more friendly according to the extent of its unpopularity.

Such labors in the cause of humanity befit the office of governor. Such an incumbent bestows more lustre upon the office than the office can bestow upon him. To aspire to the station of chief magistrate for the sake of the show and the parade that appertain to it, can satisfy only the lightest and the vainest minds. To attend to the common routine of official duty, to commission justices of the peace, to sign bills for the preservation of plover or oysters, to be one of the three coördinate branches of the government when it offers a bounty upon the scalps of foxes or the heads of crows, or levies war upon noxious vermin, can never satisfy the desires of an elevated soul. The man who fills that high station of public honor and trust has moral as well as official duties to perform. He should rejoice in his commanding station, because it augments his power of doing good, — of ameliorating and renovating the condition of society, of dispelling ignorance, of multiplying the institutions of charity, of preventing the woes of intemperance. In receiving office from others, a man shines only with a borrowed light, — which any body or substance, however opaque, may do ; — but in using that office for purposes of beneficence, he shines with an unborrowed, eternal effulgence of his own.

At the last session of the Vermont Legislature that body

passed a law,— which was approved by the governor, November 5, 1845,— containing the following important provisions: —

1. Each town, at its annual meeting, shall choose one or more, — not exceeding three, — town superintendents of schools.
2. Each county shall have one county superintendent, to be appointed by the judges of the county court.
3. There shall be a state superintendent, to be appointed by the “joint assembly.”

The duty of the town superintendents is substantially the same as that of our school committees.

The county superintendents are,

First, to visit all the schools within their respective counties, “to inquire into all matters relating to the government, course of instruction, books, studies, discipline, and conduct of the schools, and the condition of the schoolhouses and of the districts generally; and to advise and counsel with the prudential committees in relation to their duties, the proper studies, discipline, and conduct of the schools, the course of instruction to be pursued, and the books of elementary instruction to be used therein.”

Second, they are to examine candidates for teaching, and to give certificates of approval, which are to be valid within their respective counties for the term of one year.

Third, they are to deliver public addresses, one or more in each town, and to use all practicable means for promoting sound education, elevating the character and qualifications of teachers, improving the means of instruction, and advancing the interests of the schools.

Fourth, they are to make an annual report to the State superintendent, embodying statistical and other information in regard to the schools.

Each county superintendent is also, as often as once in each year, to call a Convention of Teachers, at which he shall deliver, or cause to be delivered, an address on the subject of education.

The duties of the state superintendent are too comprehensive to admit of any precise enumeration.

He is to submit an Annual Report, to prepare suitable forms and regulations for administering the system in all its details, to correspond with the county superintendents in regard to all matters concerning the duties of their office, &c. &c. The last clause, defining his various duties, is in the following words: —

“He shall also open such correspondence abroad, as may enable him to obtain, as far as practicable, information in regard to the system of Common School improvement and instruction in other states and countries, which he shall embody in his Annual Reports to the General Assembly.”

In pursuance of the above act, the Legislature have appointed HORACE EATON, Esq., State Superintendent of Common Schools, for the State of Vermont.

Mr. Eaton has entered upon the discharge of his duties by issuing a printed Circular to the county superintendents, and an Address to the Teachers of Common Schools. In these official papers, the magnitude and the *expectations* of the cause in which they have embarked are ably set forth; and some of the cardinal principles, on which the school system is to be administered, and by which the schools themselves are to be conducted and governed, are clearly and convincingly laid down.

The following are a few passages from the Circular to the county superintendents: —

“The great and ultimate object is, the elevation and advancement of our Common Schools; and this object affords a wide field, not merely for direct effort, but for the exercise of your highest skill, in devising the means and mode best adapted to secure the speedy, effectual, and complete accomplishment of the grand purpose. What more lofty and comprehensive subject could you desire for the exercise of your thought, or the application of your energies, than that of education? It has respect to the wide world of nature, of morals, and of mind; and its object is, to prepare us for the highest degree of usefulness of which we are capable, and the highest happiness of which our nature is susceptible. The more you contemplate the subject, the more distinctly will its various points appear, and the more will they swell upon your view, in magnitude, interest, and importance.

“A few words by way of caution, we trust, will not be regarded as ill-timed. In the discharge of your various duties, you will scrupulously avoid every thing that might savor of a sectarian bearing or influence, in regard to matters of religion. We do not, of course, mean that morality, and the religion of the Bible too, should not be inculcated and enforced in our schools; for we know of no good on earth worth seeking without these. But if sound *fundamental* truth be carefully instilled into the minds of the young, *incidental* may and should be left to parental and other natural influences. It is the unquestionable right of every parent to subject his children to such peculiar sectarian influences as his own conscience may approve and direct; and this right should in no case be violated or infringed upon.

“And the same rule of caution will apply in regard to party politics. It is not imagined that you would be under any temptation to obtrude upon schools sentiments of such a bearing or tendency; but that you would be liable to be drawn into the expression of them amongst some with whom you might have intercourse, while abroad upon your official duties.

But politics should constitute no part of your mission,—not even a *remote incident*. You are of course free, in your private capacity, to be partisans, and active too, so far as your sense of duty may require; but what is to be deprecated and guarded against is, the bringing two incongruous subjects into connection, or attempting to accomplish two so distinct purposes in close proximity with each other; for party politics and the cause of education are not congenial elements, which, 'like kindred drops,' can 'mingle into one.' Let every other object, then, be kept aloof while you are professedly engaged in advancing the cause of education,—regarding this as far above the interests of party or sect, and ever bearing in mind that the ignorance and vice, which it is your appropriate province to aid in removing, are calculated not merely to degrade and destroy all political or religious parties, but to undermine the very foundations of free government, and to give all that is dear to us in life to the blight of ruin and desolation.

"I have pressed the suggestions under these topics thus strongly, not only because your usefulness in regard to the special objects of your labor would be impaired by a different course, and perchance our new-born system, with all the benign influences and results which it promises in the prospect, be endangered, but also because I believe the principle to be right and just,—a principle not dictated by mere policy, but one which should be carried out in good faith. Our school system is the cherished favorite of no party but the people, and should serve no purposes but theirs. I know that these views would be in accordance with your own best judgment, and these suggestions may seem to have been prompted by an overweening and unnecessary anxiety; but the danger lies in our liability to forget the principle, in our own conscientious attachment to particular creeds or forms."

Two passages selected from the Address to Teachers, one on the subject of the general demeanor of a teacher towards his pupils, and one on that of corporal punishment, must close our notice of this interesting movement.

"In regard to the general subject of management we can say but a few words. It is important that you study, in the first place, the individual character of your pupils, and adapt your conduct and measures to each. You have all varieties of dispositions, habits, tastes, and capacities to deal with, and unless your management be intelligently adjusted to each variety of character, it cannot be right, unless by accident. If the forward and self-confident sometimes need to be repressed, so too do the timid, the retiring, and distrustful need to be brought forward and encouraged. The less quick and gifted should never be frowned upon for their tardy movement; but rather

should their slow and toilsome progress up 'the rugged hill of science' be cheered and made delightful, as it often may be by a word of kindness. Aim by all means in your power to make every association connected with the acquisition of knowledge interesting and pleasant,—to make learning, in short, a pastime rather than a labor. Never, under any circumstances, mimic a child, or otherwise expose him to ridicule for any infirmity, whether constitutional or acquired by habit. Children are sensitive to ridicule to such a degree, that few are aware how severe is the torture which is often in this way inflicted, and how serious the mischief which may result from it.

"Upon the subject of discipline in school, we would say that obedience and order are indispensably necessary to successful instruction,—disobedience and confusion incompatible with it. Regularity, order, and submission to established rules, must, then, be enforced and maintained at all hazards. The good of the whole clearly demands it. But how or by what means this important end is to be gained, is a question which may sometimes present some difficulty in the solution. We are not prepared to say that corporal punishment can, at least in the present condition of our schools, be entirely dispensed with. Whenever it is resorted to, however, it must not be with the expectation that it can be relied on as a means of reformation. And it is admissible in schools, in any case, only on the principle that the advancement and interest of the many must not be sacrificed for an individual. While we are not ready, therefore, to pronounce it 'a relic of barbarism,' and to say that it ought to be 'entirely and forever banished,' we must, on the other hand, avow the opinion that the cases are rare in which a resort to it is demanded; and that even in those cases, moral influences would more certainly and successfully accomplish the desirable end of reclaiming and reforming. We firmly believe that governing by kindness is ordinarily 'a more excellent way,' — more excellent in the direct success which attends it, in its effects upon the character of the individual, and in its influences upon all. Kindness is the very 'magician's wand' in its potent control over the rebellious and angry passions of the soul. There is scarce a human heart that is so cased and steeled but that some avenue to it remains; and it is rare but that kindness will find the way. It is rare but that patient, persevering kindness on your part will at length be reciprocated by docility on the part of the pupil. Many a wayward and unlucky boy, who now seems a fair candidate for a prison or the gallows, and whom no severity could reclaim, might by such kindness be won from his perverse and evil ways, and become a useful member of society. And such a victory would be more glorious than ever was gained over mere flesh and blood. It would be a moral triumph which

should fairly entitle you to higher honor than belongs to him who conquers empires by violence and devastation."

"But whether good moral conduct can be insured, and virtuous principles be instilled into the heart by means of stripes, or not, we think there can be no controversy upon the question whether a love of study can be infused, and the pupil's progress in learning be promoted, by these means. It must be sufficiently obvious that it is impossible to instil love into the bosom by the hateful process of castigation. We should sooner expect a sick man, who loathes the sight of food, could be whipped into an appetite. There is no relation between the means and the end. If your pupil manifests an aversion to study, he must be allured, not driven to it. You lack for qualifications if you cannot thus allure him,—you will fail of success if you attempt to coerce him. Fear or physical coercion can never call forth those spontaneous, ardent, and delighted efforts which alone can insure any substantial and valuable progress."

We rejoice, with unspeakable joy, at this accession of Vermont to the Party of Progress. Rhode Island has already joined it. When will New Hampshire and Maine wheel into the ranks?

WE receive regularly a small paper, entitled "The School Herald, devoted to Education and Literature," published at "City Point School," South Boston. Heretofore it has been edited by the pupils of the school, but hereafter, as we learn from the introductory address in the third volume, it is to be edited by the Teachers, although the pupils will still be contributors to its pages. While conducted by the pupils of the school, the Herald has been an admirable paper. We have never opened and read it without having our moral nature refreshed, and our admiration for its juvenile conductors excited. If the "Teachers" elevate the paper above the level where it has been placed by the "Pupils," they will do well *for* the public, and deserve well *of* it. Price, \$1 a year.

THE REFORMER.

THE true Reformer, like the Pioneer
Who hews the western forest, must throw by
All thought of ease or resting till he die;
Nor in his noble breast admit the fear
Of ill, although, through life, he may not hear
The voice of friend, nor see one loving eye
To cheer him on his way of duty high,
And warn him when his foes are lurking near.
Yet fields of beauty, by his dauntless hand,
Shall rise in loveliness, where now the gloom
Of Error doth the light of Truth withstand;
The lonely wilderness he fells shall bloom
Throughout all after-time; and those who now
Scowl with mad hate, before his tomb shall bow.

"AMONG the interests intrusted to the city government, our system of free schools is the most valued and cherished. It is an institution dear to us as an inheritance from our fathers; dear to us for the benefits it has conferred upon ourselves; dearer for the blessings it will bestow upon our children. In regard to other expenditures, the question has been, What can we afford? — in regard to this, What does it need? Expend-ing, as we do, more than two hundred thousand dollars annual-ly in education, we ought, as far as the influences of our public schools are concerned, to produce a race well-educated, physi-ally, intellectually, morally, — a race amenable to the highest motives, and governed by the highest principles. The char-acter of the pupil depends on the character of his instruc-ter. If possible, the teacher should, in every respect, be the model for the child; and as we pay more liberally than in any other part of the country, we ought to be certain that no private feeling or personal motive should influence the appointment of these sacred agents.

"Both the school committee and city council of the last year recommend the appointment of a Superintendent of Grammar Schools. Such an officer would see that the great amount of money we raise is wisely expended; — that our new school-houses combine all the modern improvements; he would make himself minutely acquainted with the comparative merits of the schools, and see that any improvement made in one should be common to them all. Such an officer would aid all the teachers in aiming at a high standard, both in matters of in-struction and of conduct, and check the tendency which tempts those who feel that they are in an honorable and lucrative sta-tion, to relax the efforts by which it was obtained. Believing that the appointment of such an officer would be a benefit to the public, I would recommend the subject of obtaining the necessary power from the Legislature, to your early consider-ation." — *Mayor Quincy's Inaugural Address.*

LIBERTY. — The "Razor Strop Man" says, — "When I first got acquainted with strong drink, it promised to do great things for me. It promised me liberty, — and I got liberty. I had the liberty to see my toes poke out of my boots; the water had the liberty to go in at my toes and come out at my heels; my knees had liberty to come out of my pants; my elbows had the liberty to come out of my coat; I had the liberty to lift up the crown of my hat and scratch my head without pull-ing off my hat. Not only liberty I got, but I got music When I walked along on a windy day, the crown of

' My hat would go flipperty flap,
And the wind whistle, How do you do? '"

EXTRACT FROM THE ADDRESS OF GOVERNOR BRIGGS, DELIVERED TO THE LEGISLATURE, JANUARY 13, 1846.

"The Massachusetts School Fund now amounts to \$810,493 60. The annual interest of this fund is distributed among the towns for the benefit of Common Schools. The past year, the towns raised, for the support of Common Schools, \$576,556 02, being an increase over the preceding year of \$28,000. The Secretary of the Board of Education, in his report for the present year, states that the amount raised by towns in various ways, 'for Common Schools, will exceed one dollar a piece for every man, woman, and child, in the State.' The people of Massachusetts expend annually, for the purposes of education, more than a million of dollars. The returns from the towns for 1844-5 show the number of scholars in the State, between the ages of four and sixteen years, to be 194,984. The whole number of public schools is 3382; incorporated academies, 66; unincorporated academies, private schools, and schools kept to prolong public schools, 1167; making schools of all kinds, 4615. The number of teachers in the public schools, including winter and summer, is 7267. Of these, 2523 are females, and 4774 males. These returns also show several improvements gratifying to the friends of education. The Secretary says, 'The average length of the schools has increased a full month each.' The number of schools kept through the year has also increased. Whilst there is a gradual improvement in the average attendance, the irregularity in that respect continues to be a serious evil. When the State furnishes the means for schooling all its children, and those children, or their parents, neglect to improve those means, the funds of the State are not only wasted to the extent that they are not improved, but the absent children are grossly wronged, and the public defrauded of the benefits which would result from their education. Liberty, without intelligence, cannot be properly appreciated or long preserved. Our district schoolhouses are the moral and intellectual laboratories, where, under the fostering care of the State, and the blessing of Providence, the minds and characters of the rising generations, as they succeed each other, are to be fitted for the enjoyment of freedom, and for performing the high duties of freemen; or their neglect is to sink those generations to the condition of slaves, whether they continue to live under the name of liberty or not. No expedient should be left untried, which the wisdom of the Legislature can suggest, or the vigilance of school committees or other citizens invent, to fill our schoolhouses, and give to every child the benefit of the liberal and free provisions made for him. To perfect our system of Common Schools, higher qualifications in teachers, more permanency in their employment, and better wages for their services, are demanded. These

are subjects which, in your parental care for the present and future children of the Commonwealth, you cannot with safety overlook. I am happy to believe that at this time there exists, among the thousands of teachers in the State, a truer estimate of the dignity and magnitude of their employment, and more zeal to fit themselves for it, than has ever before existed. The Normal Schools begin to make themselves beneficially felt in this respect, in those parts of the State where they have been longest in operation. Within the last few months, a new element has been introduced, calculated to awaken a new interest among instructors of youth. I allude to Teachers' Institutes. At these meetings, those persons who are, or who expect to be, teachers, assemble together, and spend their time in taking lessons and hearing lectures from experienced and accomplished masters, on those subjects which are connected with school teaching. These meetings have been for some time in operation in the State of New York, and have been attended with signal success. For the purpose of making the experiment here, a distinguished and patriotic citizen of Boston, who, a few years since, gave ten thousand dollars to aid in the introduction of Normal Schools, with the same spirit of liberality, offered a thousand dollars for defraying the expenses of the experiment. Under the direction and personal superintendence of the enlightened and persevering Secretary of the Board of Education, four Institutes were assembled in different sections of the Commonwealth. In every instance, the result was most satisfactory and auspicious. I had the pleasure of witnessing the exercises and proceedings of one of those interesting assemblages. The lessons and lectures of those who conducted the Institute were in the highest degree interesting. The punctuality, attention, improvement, and entire devotion to the great purpose for which they came together, on the part of the members, were worthy of all praise. I hope, before another year, some plan may be matured, by which all the teachers in the State may be able to participate in those institutions. May not some legislative aid and encouragement be given to a measure which looks entirely to the increased qualifications of teachers, and the improvement of Common Schools? I commend this great subject, which involves the character and destiny of the Commonwealth, in all its branches, and with all its interests, to your wise deliberations."

JOHN NEWTON.—“I see in this world,” said John Newton, “two heaps, one of human happiness and one of misery; now, if I can take but the smallest bit from the second heap, and add to the first, I carry a point. If, as I go home, a child has dropped a halfpenny, and if by giving it another I can wipe away its tears, I feel that I have done something. I should be glad, indeed, to do greater things, but I will not neglect this.”

STATE NORMAL SCHOOL AT ALBANY.

Extract from the Message of Governor Wright of New York.

"By an act passed on the 7th of May, 1844, the Legislature appropriated money for the establishment of a 'Normal School, for the instruction and practice of teachers of Common Schools in the science of education, and in the art of teaching.' The law places the school under the direction of the superintendent of Common Schools and the regents of the university, who are to appoint an executive committee of five members, of whom the superintendent shall be one, to take the immediate charge, and superintend the management and government of the school, under the regulations, and to report annually to the superintendent and regents.

"The city of Albany very generously tendered the use of a suitable building, free of rent, and the school was organized; and commenced the business of instruction, on the 18th day of December, 1844. Twenty-nine pupils presented themselves on the first day, and the number increased to ninety-eight during a term of twelve weeks. Pupils attended from forty of the counties of the State. The second term commenced on the second Wednesday in April, and continued 20 weeks, and on the first day of the term 170 pupils were present. The whole number attending the school during the term was 185, and every county in the State, except Putnam, sent one or more students. About nine-tenths of the whole had taught school for a longer or shorter period. At the close of the second term, 34 of the scholars received diplomas, being certificates of their qualifications to teach Common Schools. The third term commenced on the third Wednesday in October last, and is to continue 21 weeks. At the opening of the school for this term, 180 pupils were present, and the number has increased to 197, of whom 94 are males, and 103 females. Of this number, 176 have been teachers for a longer or shorter period; some for several years. Every county in the State, except Seneca, is represented in the school at the present time.

"These results have been experienced during the first year of the existence of this institution, and they have more than realized the most sanguine expectations of the friends of the school. This is an experiment in our State, but certainly connected with a subject, — the proper education of Common School teachers, — which authorizes every reasonable effort giving a promise of improvement, and even any experiment which shall hold out that promise. In this particular, our Common School system has proved to be the most deficient, as every friend of education has seen and felt. The institution of pattern schools for the education of teachers is not new. The system has been in operation in several European countries for a length of time, and in the State of Massachusetts

for several years last past; and wherever the experiment has been made, it has been successful.

"The executive committee of this school entertain the opinion, that no similar establishment elsewhere has started so vigorously, or made so great an advancement in a single year; and they believe, in addition to a very successful and fortunate selection of teachers, the causes are to be found in the liberal patronage of the State, and the peculiar organization of the school. The pupils from the counties are selected by the boards of supervisors, or, in case they are not to meet in time to supply a vacancy, by the county and town superintendents of Common Schools. The applications are numerous, presenting a wide field for selection, and the consequence is, that the students appointed are to a great extent those to whom the county superintendent would cheerfully give certificates as teachers, before they receive the benefits of this school. Hence talent and character are secured to build upon, and with capacity and faithfulness on the part of the teachers, and diligent application on the part of the scholars, success can scarcely be doubtful.

"No serious difficulties have been encountered in the government of the school, and the executive committee speak of the conduct and bearing, and the untiring industry and application, of both teachers and scholars, in the highest terms of praise.

"The Act, chap. 311, of the laws of 1844, appropriated \$9600 to meet the expenses of organizing and commencing the school, of which sum but \$3200 has as yet been drawn from the treasury. This appropriation was made from the revenues of the literature fund, being the amount formerly paid annually to certain selected academies, for the education of Common School teachers. The same law, and the act, chap. 142, of the laws of 1845, secure an annual appropriation of \$10,000, for the period of five years, for the support of the school, also to be paid from the revenues of the literature fund, in case those revenues shall be sufficient; and if not, then from the treasury, to be charged over upon the surplus revenues of the United States deposit fund.

"The executive committee state that this appropriation is ample for the support of the school upon the plan adopted. Indeed, it was intended that the fund should be more than sufficient to meet the mere charges of the school, and should offer something toward the expenses of the pupils, as an encouragement for their attendance. Hitherto the regulation has been to select from each county scholars equal in number to the members of the Assembly, and to consider these as State pupils, entitled to such a distributive share of the appropriation as the expenses of the school should leave to be thus applied. The number of these scholars, at present, is 123, and 75 cents per week is paid to each toward board. During the two former terms, when the school was smaller, these payments were

larger per scholar. There are 74 scholars denominated volunteer pupils, being those who are not selected from the counties in the manner prescribed, but come in upon application and examination, and pay all their expenses, having their tuition and the use of the class books free of expense.

"The committee have now concluded that, by fitting up an additional room, they can accommodate 256 scholars, twice the number of the members of the Assembly, and that after the present term, all shall be State pupils selected from the counties, upon the ratio of representation in the Assembly, and equally entitled to a distributive share of the public money; and that, to bring all to the school upon terms of the nearest possible equality, they will hereafter make the distribution with an equitable reference to the distance travelled, and the expense incurred by each pupil in reaching the school. The distributive share to each scholar will probably be less than actual travelling expenses, so that this rule will tend to bring the school, in point of expense, equally near to all. These regulations will, I think, be a great improvement upon those now in force.

"I forbear going further into detail in reference to this institution, as the annual report of the executive committee will soon be laid before you, and will give these and all other facts connected with the school, much more fully than they can be presented in this communication. Among other information of interest, that report will be accompanied by a full statement of the course of instruction in the school, exhibiting to the easy comprehension of all, the great leading design and object, that of making competent and useful teachers of Common Schools, and the mode adopted to accomplish it.

"The report of the committee will also exhibit the organization of the experimental school connected with the institution, and the objects intended to be secured by it; and also the great benefits anticipated from the labors of the graduates and pupils of the Normal School in the Teachers' Institutes, formed, and now extensively forming, in the several counties of the State. These portions of the report will possess a deep interest, and will present this school, and its anticipated benefits, in very striking points of light.

"The five years, for which the laws have already provided, will give to the interesting experiment a fair trial; and the intrinsic importance of the subject, and the present promises of success, appear to me to make it the dictate of wisdom to permit the trial to be fully made."

THERE are fifty-seven cities in the world which contain from 100,000 to 200,000 inhabitants, — twenty-three from 200,000 to 500,000, — and twelve which contain over 500,000, two of which are London and Paris, and ten are in Eastern Asia.

[From the Amulet for 1835.]

THE MOTHER'S HOPE.

Is there, when the winds are singing
 In the happy summer time,—
 When the raptured air is ringing
 With Earth's music, heavenward springing
 Forest chirp, and village chime,—
 Is there, of the sounds that float
 Minglingly, a single note
 Half so sweet, and clear, and wild,
 As the laughter of a child?

Listen! and be now delighted:
 Morn hath touched the golden strings,
 Earth and sky their vows have plighted,
 Life and light are reunited,
 Amid countless carollings.
 Yet, delicious as they are,
 There's a sound that's sweeter far,—
 One that makes the heart rejoice
 More than all,—the human voice!

Organ finer, deeper, clearer,
 Though it be a stranger's tone;
 Than the winds or waters dearer,
 More enchanting to the hearer,
 For it answereth his own.
 But of all its witching words,
 Sweeter than the songs of birds,
 Those are sweetest, bubbling wild
 Through the laughter of a child.

Harmonies from time-touched towers,
 Haunted strains from rivulets,
 Hum of bees amongst the flowers,
 Rustling leaves, and silver showers,—
 These, ere long, the ear forgets;
 But in mine there is a sound
 Ringing on the whole year round,—
 Heart-deep laughter that I heard
 Ere my child could speak a word.

Ah! 'twas heard by ear far purer,
 Fondlier formed to catch the strain,—
 Ear of one whose love is surer,—
Hers, the mother, the endurer
 Of the deepest share of pain;
 Hers, the deepest bliss, to treasure
 Memories of that cry of pleasure;
 Hers to hear, a life-time after,
 Echoes of that infant laughter.

Yes,—a mother's large affection
 Hears with a mysterious sense;
 Breathings that evade detection,
 Whisper faint, and fine inflection,
 Thrill in her with power intense.
 Childhood's honeyed tones untaught
 Liveth she in loving thought,—
 Tones that never thence depart,
 For she listens with her heart.

A PERSIAN philosopher, being asked by what method he had acquired so much knowledge, answered, "By not being prevented by shame from asking questions when I was ignorant."

[For the Common School Journal.]

MR. EDITOR; In passing through a town in Worcester county, not long since, my attention was arrested by a schoolhouse, both because it was rather pleasantly situated, and because of its singularly dilapidated condition. Feeling an interest in whatever pertains to our schools, I knocked and entered. On casting my eyes about the room, my surprise and astonishment were so great as to attract the attention of the teacher. One of the first things which I particularly noticed, was a box stove, supported by a huge round stone, placed under the centre, — one leg only of the stove remaining. The condition of the floor was such as to render the greatest possible care necessary in order to maintain an upright position. The projecting fragments of boards made both foothold and motion insecure. In attempting to step to a window, — or rather an apology for a window, — I placed my foot on a board, which, yielding to my weight, came near precipitating me into "unexplored regions" below. My sympathy was strongly enlisted for the scholars, many of whom were unable to *sit down*, — the seats being so high as to make it necessary for them to suspend, or, more appropriately, to hang themselves *up*. The benches, or suspension boards, as well as the desks on which the scholars probably sometimes attempted to write, were originally made very narrow; but since that time, sundry jack-knives had diminished the width of most of them, at least one half. Besides, initials had been cut in, and deep furrows ploughed across them in all directions. The door, which hung by one hinge only, had been patched and battened, till no part of the original remained. One thing, however, was perfect in its way, — that was the ventilation. The only articles of furniture in the room were one rickety old chair, and a wooden poker which supplied the place of shovel and tongs.

Such is the condition of one schoolhouse, at least, in a large town not twenty miles from Worcester. A TRAVELLER.

[REMARK.— Are there any barns, cattle-sheds, pens, or piggeries, in the noble county of Worcester, in a worse condition than the schoolhouse above described ?

" O judgment, thou art fled to brutish beasts,
And men have lost their reason."]

ANAGRAM.

If you transpose what ladies wear, — **VEIL**,
'Twill plainly show what bad folks are, — **VILE**.
Again, if you transpose the same,
You'll see an ancient Hebrew name, — **LEVI**.
Change it again, and it will show
What all on earth desire to do, — **LIVE**.
Transpose the letters yet once more,
What bad men do you'll then explore. — **EVIL**.

[For the Common School Journal.]

TEACHERS' INSTITUTES IN OHIO.

MR. EDITOR; Permit me to inform your numerous readers, that we trust the work of reforming the Common Schools of this State has commenced. The FIRST TEACHERS' INSTITUTE in the State was held in Sandusky City in September last, under the instruction of Hon. S. Town, of New York, and A. D. Lord and M. F. Cowdery of Kirtland, Ohio. This was attended by one hundred pupils, a large majority of whom were to engage in teaching during the present winter.

The SECOND INSTITUTE was held in Chardon, Geauga Co., in the month of October, under the instruction of A. D. Lord and M. F. Cowdery of Kirtland, and M. D. Leggett, of Montville, Ohio. This was attended by one hundred and forty pupils, most of whom are *practical* teachers, many of them having had several years of experience. The utmost effort was made in both these Institutes to impress upon all the importance of a thorough and extensive acquaintance with all the branches to be taught, as a necessary prerequisite for thorough or correct instruction. A deep interest in the cause of education was awakened in the vicinity of both these Institutes, as not only the public lectures and discussions, but the daily exercises of the Institutes were attended by large numbers of the residents of the places in which they were held; including the members of the Board of School Examiners, professional men, and citizens of every class.

The friends of popular education are sanguine in the hope that the Legislature will create a State Board of Education, and the office of County Superintendent of Common Schools, during the present session. A bill to that effect passed the *Senate* last year.

A. D. LORD.

Teachers' Seminary, Kirtland, Ohio, Dec. 1845.

LIFE.

BY WILLIAM H. BURLEIGH.

LIFE, says the cynic, is a dusty road,
Thorn-paven, verdureless, and Death the goal,
Where, tired of its companionship, the soul
Throws off its worthless clay,— a weary load;—
And more we know not, — though of its abode
Conjecture frames a thousand idle dreams,
All vague alike and vain,— so Reason deems.

Life, says the Christian, is a gift bestowed
By the All-Good, who bids us use its hours
Wisely, as still they pass on rapid wing,
And each shall its peculiar blessing bring
In peace of mind and renovated powers.
Thus live, and Death shall shake his dart in vain,
Since his brief triumph is thine endless gain!

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